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SECOND-LANGUAGE TEACHING IN A PLURILINGUAL CONTEXT

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Note: The views expressed by the author, the selection of facts represented and the opinions stated with regard to the facts are the responsibility of the author and do not necessarily represent the views of Unesco.

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Summary

Organizing second-language teaching is one of the main concerns of language policy in plurilingual countries. Learning and teaching second languages in a plurilingual (pluricultural) context has special features. This outline deals with the different aspects that are essential when planning and implementing a second-language teaching programme in a plurilingual context. The relevance of factors such as: the variety of plurilingual contexts, the specific didactic components of teaching a second language in such contexts, the designing, organizing and implementing of such a programme in accordance with the type of plurilingual context, the special teacher-qualities, etc., are described in concise terms, showing at the same time the complexity of the task and the relevance of its cross-cultural implications. Specialists in the different areas involved in organizing second-language teaching programmes in plurilingual contexts will be expected to take up the points briefly stated in this outline and elaborate on them further.

1. PRELIMINARY REMARKS

The term *second language* here refers to any natural language which an individual is learning and which is not his mother tongue.

Second-language teaching may be the teaching of:

(a) a foreign language, e.g. the teaching of French in Peru to Spanish-speaking children;

(b) the (or an) official language of a country to its citizens who do not speak it, e.g. the teaching of Spanish to Aymara-speaking children in Peru (where Spanish and Quechua are official languages);

(c) one of the national languages of a country, necessarily not an official language of that country, to speakers of other languages of the same country, e.g. the teaching of Ukrainian to speakers of Armenian; and

(d) the (or an) official language or a national language of a country to native speakers of languages considered foreign languages in that country where these speakers live, e.g. immigrants or temporary residents from France learning Spanish in Peru.

The term *plurilingual context* refers to a situation where people of different native-language background communicate. In this paper, this term also covers the meaning of the term *bilingual*.

Organizing second-language teaching in a plurilingual context is a concern of language policy. Decision-making in this field has to take into account a variety of psychological, sociological, linguistic, didactic, economic, geographical and political factors that weigh considerably more heavily there than in second-teaching in a monolingual context.

This paper is intended to show the complexity of the problem. Experts will develop the points mentioned under the different headings, which will surely bring to light a series of aspects hidden so far.

The outline presented here is not to be interpreted in a rigid way; other approaches are, of course, not only possible but also welcome.

2. TYPES OF PLURILINGUAL CONTEXTS

Specific types of plurilingual situations may be distinguished. For the sake of illustration we shall first describe a variety of situations of *home-language(s)* versus *school-language(s)*, without claiming the list to be exhaustive:

(1) The language spoken in the home is different from the language (medium) of instruction in the school. The following sub-types may be distinguished:

(1.1) the home language is a national language but not an official language of the country, and the language of instruction is an official language of the country, e.g. in Peru: Aymara-speaking children attending schools where Spanish is the medium of instruction;

(1.2) the home language is a national language declared as an official language but not yet implemented as such, and the language of instruction is an official language of the country, e.g. in Peru: Quechua-speaking children attending schools where Spanish is the medium of instruction;

(1.3) the home language is a foreign language and the medium of instruction is an official language of the country, e.g. in Peru: children of German immigrants attending schools where the medium of instruction is Spanish;

(1.4) the home language is an official language of the country and the medium of instruction is a foreign language, e.g. in Peru: Spanish-speaking children attending schools where the medium of instruction is English.

(2) The home language is one of the languages which is the medium of instruction. The following sub-types may be distinguished:

(2.1) the home language is a national language but not an official one of the country. Both this language and the official language are media of instruction, e.g. in Peru: children whose mother tongue is an aboriginal (national) language of Peru attending the so-called (government) bilingual schools, where they receive instruction both in their native tongue and in Spanish;

(2.2) the home language is a foreign language and both this language and the official language are media of instruction, e.g. in Peru: children of German, North American, etc., immigrants or residents attending the so-called binational schools, where both that particular foreign language and Spanish are the media of instruction;

(2.3) the home language is the official language of the country; the same language and a foreign language are the media of instruction, e.g. in Peru: children of Peruvian parents who want their children to develop a good command in English, French, German, etc., and, who, therefore, send them to schools where the medium of instruction is mainly that particular language.

(3) Two languages are spoken at home, one of which is also the medium of instruction in the school. The following sub-types may be distinguished:

(3.1) at home, the official language is spoken between wife and husband, and between parents and children, and an aboriginal (national) language is spoken between husband or wife and the domestic servants, while the official language is the medium of instruction in the school, e.g. in Peru: certain areas where husband and wife speak in Spanish to each other and their children, but speak in an aboriginal language to their domestic servants;

(3.2) at home, both the official language and a foreign language are spoken, while the medium of instruction in the school is the official language. This category can further be subdivided:

(3.2.1) one of the spouses is a native speaker of the official language and the other is a native speaker of a foreign language, e.g. in Peru: a child whose father is Chinese and whose mother is a Spanish-speaking Peruvian, attending a school where the medium of instruction is Spanish;

(3.2.2) both parents are native speakers of a language which is a foreign language in that particular country, and the domestic servants speak the official language of the country, e.g. in Peru: children of English-speaking parents, who communicate in that language but who also communicate with the Spanish-speaking servant, going to a school where the medium of instruction is Spanish.

(4) Two different languages are spoken in the home, neither of which is being used as the medium of instruction in the school; the school language is a third language. The following sub-types may occur:

(4.1) the home languages are foreign languages; the school language is the official language of the country, e.g. in Peru: a child whose mother speaks to him in French and whose father speaks to him in English, going to a school where the medium of instruction is Spanish. There is no servant in the family or the servant speaks in French or in English to the child;

(4.2) one of the two home languages is a foreign language and the other is a national but not an official language of the country. The school language is the official language of the country, e.g. in Peru: a child living in a family where the parents speak to him in French and the servant in Aymara, attending school where Spanish is the medium of instruction.

(5) Two different languages are spoken in the home and also two different languages are the media of instruction. We distinguish the following sub-types:

(5.1) the home languages are foreign languages of which one is also a school language while the other school language is the official language of the country, e.g. in Peru: a child, whose mother speaks to him in French and whose father, in German, attending a binational school where the media of instruction are either French or German and also Spanish;

(5.2) one of the home languages is a foreign language and the other is a national (not an official) language of the country. The media of instruction in the school are the foreign language spoken at home and also the official language of the country, e.g. in Peru: a child whose parents communicate with him in French and who is also exposed to Quechua in the home, while the media of instruction are the foreign language and Spanish.

Obviously, some of the situations described will be more frequent than others.

Plurilingual situations may also occur:

(1) in higher education where the medium of instruction in the universities is partly or entirely a foreign language or the official language of the country as opposed to the national language of the region;

(2) within the occupational milieu, where members of different language background work together;

(3) in certain training situations, where members from different language communities receive training in a special field (professional training, military training, etc.);

(4) in the general social context where members of different language background associate (live together).

Further differentiation may be introduced if we consider plurilingual situations in countries with more than one official language, or with official languages having different legal and administrative status: one official language for the whole country and languages having official character only in parts of that country.

Regarding the term "plurilingual context" with reference to teaching in such a context, further distinctions have to be made:

(1) the teaching situation is actually plurilingual. The group taught is composed of learners coming from different language communities, e.g. in the United States of America: the teaching of English to children of non-English-speaking immigrants or residents;

(2) the context is plurilingual in a wider sense. Though the teaching of the second language is done to a group of students that all have the same language background, environment outside the classroom is plurilingual, e.g. in Peru: the teaching of Spanish to Quechua-speaking children in a region where both Spanish and Quechua are spoken.

Whether or not a plurilingual nation (or country) will provide real plurilingual context relevant to second-language teaching will depend upon the extent to which the members of the different language communities actually communicate among themselves.

Here we shall consider a plurilingual context a situation where specific parameters stemming from an actually plurilingual impact are significant and hence have to be taken into account when organizing second-language teaching in such circumstances.

3. THE PLURILINGUAL CONTEXT AS A PLURICULTURAL CONTEXT

In a plurilingual context each language has its <u>specific</u> status, mainly developing from its co-occurring situation with other languages.

The status of each language may be distinguished at two levels:

(1) <u>collective</u>: here the status of a language within a plurilingual context refers to the role which that particular language plays both as a social force in that pluricultural context and as a factor in national development projects;

(2) individual: here the status of the language within a plurilingual context refers to the role that language plays for the individual living in that particular pluricultural context.

One and the same language need not have the same status at both the collective and individual level.

The factors determining the status of the languages in a plurilingual context may be of the following types:

(1) cultural: more cultural values have been contributed and transmitted to human society through language A than through the other language(s);

(2) educational: language A is preferred as the medium of instruction (in the schools, in institutions of higher education, etc.) to the other language(s);

(3) number of speakers: the number of speakers of language A is larger than the number of speakers of any of the other languages;

(4) legal (and administrative): to which extent language A is used as an official language of the country;

(5) political: more ideology and political party propaganda is produced in language A than in the other languages; language A is more adequate for international communication than the other language(s), etc.;

(6) practical convenience: communication in language A is preferred to communication in the other language(s) when it comes to matters of daily life, e.g. in community development programmes;

(7) social status of the speakers: language community A is formed by members who belong to a social stratum historically considered lower (or higher) than the one of the members forming language community B;

(8) economic: communication for commercial purposes is more effective in language A than in language B;

(9) religious: language A is religiously significant while language B is not;

(10) emotional: language A is preferred to language B for communication within an intimate sphere because it is considered to be more expressive;

(11) linguistic: language A has a writing system while language B has not; the lexicon of language A can develop faster than the one of language B; language A is (better) standardized than the other language(s); etc.

Obviously, not all languages spoken in the plurilingual context will have exactly the same "prestige" and the same importance for the particular country. The competing of different languages in the same context will certainly cause a variety of cross-cultural communication problems to the communities and also to officials responsible for elaborating and implementing a country-wide language policy, not only to secure the proper success in the country's development actions but also to avoid collisions among different language communities.

Of particular interest here is the planning of an adequate second-language teaching policy and organization.

Assessing the status of each language within a plurilingual context is primarily a task of socio-linguistics, but can properly be made only through a multidisciplinary approach, i.e. with the active participation of specialists in cultural anthropology, linguistics, sociology, psychology, economics, public administration, etc.

4. GENERAL PRINCIPLES IN ORGANIZING SECOND-LANGUAGE TEACHING IN A PLURILINGUAL CONTEXT

When elaborating a second-language teaching policy for a plurilingual context a series of principles will be of special importance:

(1) decisions and actions in organizing second-language teaching in a plurilingual context are part of an overall language policy of the country and have important implications in social, economic and educational development programmes, differing from country to country, from region to region;

(2) decisions and actions in organizing second-language teaching in a plurilingual context have cross-cultural and cross-environmental implications and should hence be undertaken with special care;

(3) programme models should not be transplanted from one reality to another. However, the study of programmes successfully implemented in different realities may be relevant from the methodological point of view and hence is recommended;

(4) no programme should be implemented without prior adequate planning and securing availabilities of the necessary human and material resources to avoid frustration and unforeseen expenditure;

(5) organizing a second-language teaching programme in a plurilingual context is not a mere classroom affair but significantly involves the students' cultural, social and educational background, in particular, his home environment;

(6) second-language teaching in a plurilingual context must be accompanied by other socially relevant activities to develop motivation and positive attitudes towards the other language communities and their members;

(7) teaching and learning a second-language in a plurilingual context is to be viewed as a particularly positive educational effort, for it provides, through cross-cultural contacts, the basis for cultural enrichment of the learners belonging to the language communities involved;

(8) when designing the programme it should be considered that its application may entail a change in the legal status of the languages involved;

(9) a second-language teaching policy for a plurilingual context should not be restricted to classroom teaching but should also include teaching through the mass media;

(10) the second-language teaching programme should properly be publicized in order to avoid misinterpretation, which could jeopardize the programme when applied;

(11) the programme to be implemented must be subject to a cost-benefit analysis in order to rationally use the (probably limited) resources available;

(12) the overall programme should be designed for a certain period with intermediate and final goals stated in clear terms;

(13) organizing second-language teaching in a plurilingual context must often be preceded or accompanied by language planning, e.g. designing and implementing ar adequate writing system;

(14) second-language teaching in a plurilingual context pursues formative and practical values;

(15) learning another community's language develops in the learner the desire to communicate with the native speakers of that community, which should conveniently be taken advantage of;

(16) the cross-cultural aspects in the plurilingual context vary significantly with the age of the learners;

(17) the competing of different languages in the same context causes phenomena of interference, which have to be dealt with from the standpoint of modern linguistics and the theory of second-language learning and teaching;

(18) the setting of the second-language course (programme) within the formal school curriculum must be defined properly;

(19) acquiring a second language at an early age, especially within a plurilingual context to the degree of becoming a co-ordinate bilingual, structures the personality of the learner in a particular way;

(20) the programme utilization and its results should regularly be evaluated to make the necessary adjustments at proper stages in order to improve the programme but also to avoid eventual cross-cultural conflicts;

(21) personnel teaching second languages in a plurilingual context should have special human qualities and undergone specialized training;

(22) the programme should be designed by specialists in fields concerned with aspects of plurilingual and pluricultural education, and the opinion and experience of representatives of the different language communities involved should be taken into consideration when programming second-language teaching and implementing it.

5. SECOND-LANGUAGE DIDACTICS FOR A PLURILINGUAL CONTEXT

A second-language teaching programme for a plurilingual context should be designed within the framework of an adequate didactic model. For elaborating such a model, a system approach is suggested. The model consists of the following parts:

(1) teaching strategy: a set of decisions considering all conditions and aspects relevant to teaching a second language in a plurilingual context. Decision-making here means "processing", "verifying", "assessing", "taking into consideration", "clearing", etc.;

(2) teaching tactics: the application of the strategy to a complex of learning systems (students plus their auxiliary media), producing interaction between the teaching system (teacher plus his auxiliary media) and the learning-system complex;

(3) evaluation device: a provision for evaluating the whole model applied in order to make adjustments where necessary.

Each of the three parts mentioned comprises a set of so-called macro-components - "plurilingual context", "educational values", "the learner's psychostructure", etc. - composed of micro-components. The decision-making operates on the micro-components so that the macro-components may play their proper role within the model.

The macro-components are processed in a pre-established sequence. They are integrated on the basis of the interweaving of the micro-components. Results obtained in processing a preceding macro-component frequently have influence on the processing of following macro-components.

When processing the macro-components different disciplines such as cultural anthropology, differential psychology, general pedagogy, educational psychology, informational psychology, social psychology, system theory, general didactics, and linguistics co-operate.

5.1 Description of the macro-components

We shall restrict ourselves to only a concise description of the macro-components.

5.1.1 The macro-component "plurilingual context"

Here the nature of the plurilingual context (where second language will take place) and its role within the country or region is to be analysed in terms of the following micro-components:

(1) status of the coexisting languages under following aspects: cultural, educational, number of speakers, legal (administrative), political, practical, social status of the speakers, economic, religious, emotional, linguistic (etc.);

(2) pluricultural role of the plurilingual context as a whole within the country, under the following aspects: cultural, social, educational, economic, administrative, political (etc.).

5.1.2 The macro-component "educational values"

Once assessed the status of the coexisting languages and the pluricultural role of the plurilingual context, a set of pluriculturally relevant educational values have to be selected. (Most of these values will, of course, also be valid for second-language teaching in a monolingual context.) These educational values may roughly be divided into two categories: formative values and practical (utilitarian) values. (Overlapping may occur.)

The choosing of such values does not only concern specialists and scientists but also the communities themselves as well as other groups in the country (government, political parties, teacher associations, parents associations, etc.).

The educational values chosen will provide the orientation and guidance for second-language teaching in the respective plurilingual context, and should also serve as a philosophy to teachers and administrators actually involved in carrying out the programme. Further, an effort should be made by teacher and administrators to develop a consciousness of these values in the students and their homes.

The following educational values are proposed (for discussion):

(1) formative values: to realize that:

(1.1) being loyal to one's mother tongue, developing it, improving one's command in it and defending it is a matter of ethnic legitimacy, but must not occur at the expense of the same legitimacy of members of other language communities;

(1.2) learning another community's language is not an aggression against one's mother tongue;

(1.3) becoming aware of cultural diversity widens one's outlook on life, favours reflection upon one's own culture, and leads to the acceptance and valorization of cultural patterns, norms and values that are different from one's own;

(1.4) therefore, cross-cultural interaction is facilitated and improved;

(1.5) learning the language of another community is not a question of "compensatory education" but entails a legitimate cultural enrichment both for the individual and for the whole community;

(1.6) as a consequence of (1.5), new values are brought to light, which means an enrichment of the culture of the whole country;

(1.7) when learning a second language, a series of qualities in the cognitive and affective domains are developed; and

(1.8) studying a second language has a favourable feedback effect upon the command in one's mother tongue;

(1.9) (others);

(2) practical values: learning a second language leads to the overcoming of a language barrier, facilitating or improving:

(2.1) communication with members of the other language community, to satisfy immediate social needs;

(2.2) access to information (written and oral) relevant to the learner's and his community's educational development;

(2.3) access to information (written and oral) relevant to the learner's professional training and career and to his function within society;

(2.4) integration of the learner into the other language community;

(2.5) the planning and execution of development projects relevant both to the plurilingual community itself and to the whole country (or region);

(2.6) economic and technical aid from international and foreign institutions, particularly in the developing countries;

(2.7) help (practical, educational, etc.) to other members of the language community to which the learner belongs;

(2.8) (others).

5.1.3 The macro-component "the learner's psychostructure"

Here we are interested to assess a set of features that characterize the psychostructure of the average type of student of the group upon which teaching will be performed:

(1) psycho-informational parameters (varying with age):

(1.1) limited capacity of the immediate memory;

(1.2) limited informational accommodation;

(1.3) limited influx of information to the short-term and long-term memories;

(2) motivability determined by:

(2.1) cognitive and affective factors depending on age;

(2.2) cognitive and affective factors depending on cultural, social and geographical background: behavioural patterns; cross-cultural attitude;

(2.3) sex;

(2.4) occupation;

(2.5) language needs;

(3) language background:

(3.1) command in mother tongue (degree of literacy);

(3.2) previous knowledge of the second language to be learned;

(3.3) command or knowledge in another second language.

5.1.4 The macro-component "selection of raw teaching matter"

The decisions to be made here refer to:

(1) choice of language to be taught, taking into consideration the language policy of the country (based on cultural, educational, developmental, etc. criteria);

(2) selection of basic language material (in accordance with the results obtained from processing the macro-components "plurilingual context" and "the learner's psychostructure") at the lexical, sintactic, idiomatic and cross-cultural communicative levels.

5.1.5 The macro-component "approach from linguistics"

In organizing the teaching strategy, principles, criteria, techniques, etc. of general and applied linguistics (contrastive linguistics, psycholinguistics, sociolinguistics) are considered and applied:

(1) general linguistics:

(1.1) nature of language: structuring elements;

(1.2) how does language function and how is language used?

(2) applied linguistics:

(2.1) constrative approach at the phonemic, morphological, syntactic, lexical, textual and pragmatic-linguistic levels, particularly important in view of the frequent phenomenon of language interference in a plurilingual context;

(2.2) psycholinguistics: neuroanatomical, neurophysiological, psychological and social implications in mother-tongue acquisition (linguistic competence); psychological aspects in language use; difference between mother-tongue acquisition and second-language learning; linguistic and psychological aspects of the process of becoming bilingual (or multilingual);

(2.3) sociolinguistics: nature of the speech act (communicative competence); the bilingual (multilingual) as a communication partner within the plurilingual (pluricultural) context; the relevance of regional, social and developmental varieties at the phonological, grammatical and lexical levels of a language in a plurilingual context; language planning (providing writing systems for languages to be taught, the problem of standardizing a language, etc.); the problem of literacy (in which language and which writing system should the illiterate learner become literate?); cross-cultural interaction at the community level in a plurilingual context (features, conflicting situations, co-operative activities), etc.

5.1.6 The macro-component "learning aims"

On the basis of the assessment and decisions made at the preceding stages, learning aims are formulated, preferably in terms of student performance, where that is possible, taking into account the time allotted to the teaching cycle. The learning aims should also provide a framework for elaborating an optimum combination of a situational and notional syllabus of the course.

The syllabus framework should consider:

(1) specific situational needs, relevant to cross-cultural communication in a plurilingual context;

(2) semantico-grammatical categories (time, quantity, space, relations, etc.);

(3) pragmatic categories: general and specific (plurilingual context);

(4) learning aims to be formulated in terms of:

(4.1) the learner as the actor in a speech act;

(4.2) his terminal behaviour;

(4.3) specific conditions under which the speech act occurs;

(4.4) the specific speech act being representative of the learner's performance;

(4.5) criteria for acceptability of the learner's performance;

(5) learning aims are of two types:

(5.1) general: oriented towards the realization of the educational values recognized within the country's language policy;

(5.2) specific: based on the learner's role as a participant in the second-language communication context: linguistic (lexical, syntactic, etc.) and cultural (educational, occupational, social, academic);

(6) learning aims to be validated periodically in view of:

(6.1) their relevance in practice;

(6.2) the changing language needs of the learners;

(6.3) the changing of the pluricultural context.

5.1.7 The macro-component "learning principles relevant to second-language learning (in a plurilingual context)

For decision at later stages it is necessary to be aware of a series of principles stemming from learning theories that take into account the psycho-structure of the learner (in a plurilingual and pluricultural milieu), especially those relevant to:

(1) the understanding of the process of assimilating linguistic information considering:

(1.1) linguistic code switching;

(1.2) the problem of transfer;

(1.3) the limitation of the psycho-informational parameters;

(1.4) the problem of motivation;

(1.5) the problem of attitude;

(1.6) the problem of creativity;

(1.7) the problem of the degree of "emotional susceptability" *(Erlebnisfähigkeit)*;

(1.3) the problem of learning strategies;

(1.9) specific differences of the learning process according to the age of the learner (learning in children versus learning in adults);

(1.10) the problem of language interference (from the psychological point of view);

(1.11) the problem of culturally determined learning habits;

(1.12) cognitive and affective aspects in the learning style of a bilingual (multilingual);

(2) organizing the assimilation of linguistic information:

(2.1) by the learner in the group (monolingual, plurilingual);

(2.2) by the learner individually.

5.1.8 The macro-component "quantification of subject-matter"

In a plurilingual (pluricultural) context the learning process is more complex than in a monolingual context. This should conveniently be taken into account when selecting and quantifying the subject-matter to be taught. Particularly:

(1) learning units (items) should properly be defined and differentiated in accordance with the learning aims and considering cross-cultural effects;

(2) their degree of complexity may vary (quantitatively and qualitatively);

(3) the amount of didactic information per time unit should be established taking into account the psycho-informational parameters and their limitation.

5.1.9 The macro-component "presenting didactic information"

When arranging the didactic information for presentation in the class - usually in the form of a textbook plus material for media use - a variety of aspects that are cross-culturally relevant have to be considered:

(1) the didactic information must be presented in the light of the different cultural backgrounds of the learners to avoid inconvenient reactions on the side of the learners and embarrassment of the teacher, which could be caused, e.g. by inadequate illustrations, texts, vocabulary items, etc.;

(2) the didactic information must be structured in such a form that a culturally heterogeneous learning group with different learning habits can successully work with it and assimilate it;

(3) when assigning homework, the difference in terms of culture, social status and educational level of the learners have to be considered, to avoid bringing cross-cultural conflicts into the homes of the learners;

(4) the use of media should be adapted to the cultural, educational, social, economic and geographical variables operating in the learning group.

5.1.10 The macro-component "aspects of social psychology and system theory"

Considering the heterogeneity characterizing a plurilingual and pluricultural context, a group of learners integrating into such an environment will not only behave according to the dynamic forces acting in any ordinary learning group as explained by group dynamics but will certainly develop very distinctive features, which will have to be interpreted and taken advantage of from a cross-cultural point of view.

Organizing learning in the group should consider:

(1) factors relevant to the learner in the group:

(1.1) students from different cultural background and hence with different learning habits expect a different type of confirmation of their behaviour;

(1.2) their performance in team work will, therefore, also be different;

(1.3) the development of socially relevant norms and behaviour patterns (providing positive attitude towards changing environmental conditions) will be more difficult to control;

(2) factors relevant to a plurilingual and pluricultural learning group:

(2.1) the problem of feedback in a plurilingual and pluricultural group;

(2.2) the degree of integration, cohesion, coherence and differentiation in a pluricultural group;

(2.3) the problem of different pedagogical language registers.

5.1.11 The macro-component "evaluation of student's performance"

Assessing the learners' progress in a plurilingual and pluricultural group must take into consideration this heterogeneity:

(1) standards have to be flexible;

(2) the learner's reactions to the evaluation procedures will be influenced by his cultural background;

(3) the assessment of comprehension of cultural and cross-cultural aspects should be emphasized;

(4) special importance should be given to error analysis, where the phenomenon of language interference will play an important role.

5.1.12 The macro-component "teaching system"

The three components of the teaching system - the teacher, his equipment (teaching material and media to present it) and the physical space where teaching takes place - must conveniently be integrated so as to function as a system-type unit.

A teacher serving in a plurilingual context must have received a special training: he is a pluricultural educator.

(1) Such a teacher should have the following specific qualities:

(1.1) a good command of the second language and at least a fair command of the learner's mother tongue;

(1.2) know the basic concepts about language and be able to apply principles of general linguistics;

(1.3) have a good knowledge of the theories explaining the nature of plurilinguism and pluriculturism at the psychological, psycholinguistic, sociological, sociolinguistic and educational levels;

(1.4) be aware of and sensitive to the cultures reflected in the coexisting languages and respond positively to behaviour involved in a cross-cultural setting;

(1.5) recognize, accept and properly make use of the difference of the learner's development patterns and learning styles stemming from native cultures;

(1.6) assist learners to maintain or develop loyalty to their native tongue and culture;

(1.7) know how to incorporate into the teaching process cultural elements of the communities making up the plurilingual context;

(1.8) develop an appreciation in the learner of the historical role and the enriching contribution of each language community to the culture of the whole country;

(1.9) develop an understanding in the learners of the different life-styles typical of the existing language-communities in the context where he is teaching;

(1.10) be able to become aware of potential cross-cultural conflicts and cope with them positively;

(1.11) become aware of the effects his teaching has at the socio-economic level in the language communities involved;

(1.12) have personal qualities relevant for team-teaching;

(1.13) know how to formulate and assess realistic learning aims and use pedagogically relevant discovery procedures;

(1.14) know how to use skilfully, media and instructional equipment;

(1.15) know how to promote positive teacher-learner interaction;

(1.16) be able to promote parental and community involvement and participation in educational programmes in the school;

(1.17) be able to evaluate critically instructional material for suitability to student's language proficiencies and cultural background and experiences in a plurilingual and pluricultural context;

(1.18) know how to organize and supervise individualized instruction in its different forms with a pluricultural milieu.

2. Media and audio-visual material appropriate for teaching in that particular pluricultural context should be available.

3. The physical space should be adequate for second-language teaching: isolated against outside noise; functional classrooms, etc.

5.1.13 The macro-component "learning-system complex"

The teacher is exposed to a set of different learning systems, a learning-system complex, whose behaviour is greatly determined by the cultural variables stemming from the cultural background of the learners. The pluricultural character of the learner group changes significantly with the age of the students.

On the other hand, the learning-system complex may be monocultural in the sense that all students have the same language and cultural background.

Also the number of students in the group will have cross-cultural relevance (smaller groups favour cross-cultural integration).

5.1.14 The macro-component "interaction"

The teaching strategy applied by the teaching system to a given learning-system complex is an operation of tactics and produces a characteristic interaction, which should regularly be analysed at the cognitive and affective level in order to assess results in the light of the learning aims and educational values.

In analysing interaction between teacher and the students in a pluricultural context special techniques will have to be used.

5.1.15 The macro-component "overall evaluation"

The whole model should regularly be evaluated to spot shortcomings, wrong decisions, etc. in order to make the necessary adjustments.

The evaluation is particularly important in a plurilingual and pluricultural context where educational cross-cultural activities produce rapid changes in the group structure and have a strong impact with significant consequences in the whole life of the individual learner and his home environment.

The evaluation procedure and techniques should provide for:

(1) obtaining data:

(1.1) from teachers, administrators, students, parents, and the language communities (through interviews and questionnaires);

(1.2) records (proceedings) on staff meetings;

(1.3) observation of teaching;

(1.4) assessing student performance and cross-cultural attitudes;

(2) critical analysis and interpretation of the data obtained, taking due account of the pluricultural nature of the learning situation;

(3) showing the different alternatives for remedial actions;

(4) improvement of the evaluation procedure itself.

6. ORGANIZING AND IMPLEMENTING A SECOND-LANGUAGE TEACHING PROGRAMME IN A PLURILINGUAL CONTEXT

The programme is organized in accordance with the language policy of the country and the conditions characterizing the regional and local situation. It is designed within the framework of the didactic model described in Chapter 5, which is to be interpreted as sufficiently flexible to allow for the organization of different types of programmes.

6.1 Types of second-language learning programmes for plurilingual contexts

The programme structure will have to be adapted to the specific educational context.

6.1.1 Programme for primary and secondary schooling

When designing a programme for primary and secondary school curricula on the basis of the goals and educational values the language policy has in mind, decisions will have to be made allowing for the following variables:

6.1.1.1 Language and ethnic composition of the learning group

The group to be taught may be:

(1) homogeneous: all members have the same language and cultural background, i.e., the context is plurilingual inasmuch as communication among members of different language communities takes place outside the school environment;

(2) heterogeneous: there are at least several members of the group whose language and cultural background is not the same as the one of the rest of the group.

Regardless of similarities and differences in the structure of the languages, different cultures involved may be more or less distant from one another, which modifies the degree of ethnic heterogeneity qualtitatively.

6.1.1.2 Curriculum setting of the programme

The setting of the programme within the curriculum is determined by several variables.

6.1.1.2.1 Second-language course teaching and second-language medium learning

Under this heading, the following modalities may be distinguished:

(1) second-language learning takes place within a formally organized teaching subject (course) only; in the rest of the teaching subjects of the curriculum another language is the medium of instruction;

(2) the curriculum does not provide for a special second-language teaching subject; the students learn the second language through student-teacher interaction in all the courses, where that particular language is used as the medium of instruction;

(3) the curriculum does not allow for a special second-language teaching subject; the student learns the second language through interaction in only certain courses, where that particular language is used as the medium of instruction;

(4) the curriculum provides both for a formal second-language subject and for using that very language as medium of instruction in the rest of the curriculum courses;

(5) the curriculum provides both for a formal second-language teaching subject and for using that very language as a medium of instruction in certain curriculum courses.

6.1.1.2.2 Learning modality development

The curriculum as far as second-language learning is concerned, may:

(1) remain static: the learning modalities (as described under 6.1.1.2.1), once established at the beginning of the school programme will basically remain the same until the last year of the programme;

(2) be dynamic: the change-over from one learning modality into another (within the ones specified above) may be possible. Such a change-over may be determined by a variety of causes: change in the language policy of the country (because of political or other reasons); evaluation of the results and corresponding remedial actions, etc.

6.1.1.2.3 Directions of the curriculum development in second-language learning

The change-over from one second-language learning modality to another may cause the curriculum to develop, as far as second-language learning is concerned, in the following directions:

(1) towards acculturation: second-language learning develops towards the wider culture of the country (as distinct from the cultural background of the learner);

(2) towards irredentism: second-language learning develops towards maintaining and developing the cultural background (regional, national or neo-national) of the learner.

This distinction may involve fundamental decisions, e.g. such as whether or not reading or writing should first be taught in the mother tongue of the (monolingual) group or in the second-language; in which language should reading and writing be taught in a plurilingual group.

6.1.1.2.4 Single or dual (bilingual) teaching of curriculum subjects

The medium of instruction may have the following distribution:

(1) one and the same medium of instruction is used for teaching all curriculum subjects; and each subject is taught only once;

(2) all curriculum subjects are taught twice: once in the second language and once in the mother tongue of the students (or the majority of the students);

(3) only certain subjects are taught twice.

6.1.1.2.5 Rigidness in use of the medium of instruction

The following distinctions are important:

(1) within one and the same subject, the switching-over from the second language to the mother tongue(s) of the students occurs;

(2) no such switching occurs.

6.1.1.2.6 Dynamics of changing the curriculum setting of second-language teaching

The changes of the situations and fectures pointed out in 6.1.1.2.1, 6.1.1.2.3 and 6.1.1.2.4 may be either gradual (i.e. more or less smoothly passing from one pattern to another) or abrupt (eventually causing problems and conflicts).

6.1.1.3 The language of intra-learning group communication

In one context the intra-learning group language may mean a reinforcement of the second-language learning in the formal second-language teaching course or of the medium of instruction in the other curriculum subjects when it is the same language, while in another context, the language of intra-group communication being different from the second language considered within the curriculum, may tend to neutralize the results of second-language learning, which will generally occur when the learning group is monolingual.

6.1.1.4 Importance of the language context of the area

As the child will not only communicate in the home and with his classmates in the school but also outside these two environments, the language context of the area will have influence upon motivation and hence upon progress in learning the second language. The following situations are of special interest:

(1) Very strong motivation is provided when the language of the area is also the second language being learned at school by the child whose mother tongue is not widely spoken in the area: the learner finds permanent stimulation and can satisfy communication needs outside the home and outside the formal teaching situation at school. This is the case of children whose parents proceed from a different language community (foreign or national).

(2) A strong motivation is provided when one of the languages of the (plurilingual) area is also the second language being learned at school by the child whose mother tongue is not widely spoken in the area.

(3) Good motivation is provided when one of the languages of the area is also the second language being learned at school by the child whose mother tongue is one of the languages (widely) spoken in the area.

Motivation in the three cases specified may further be increased when the reinforcing area language is an official language, a national language or an auxiliary (foreign) language of the country. This factor will gain importance for the young learner as he grows older.

(4) The second language learned at school by the child is not widely spoken in the area, though it may be an official language, a national language or an auxiliary language of the country. Here motivation may be provided according to the opportunities regularly made available for the learners to communicate in that language, and as the learner becomes aware of the importance the knowledge of that language of the country may have for his future.

6.1.1.5 *Plurilingual (including bilingual)* education

We may distinguish basically two different meanings of the term "plurilingual education":

(1) in the narrower sense: *plurilingual education* occurs when the school curriculum allows for the use of more than one language as the media of instruction. Schools where this is the case are usually called *bilingual* (plurilingual) schools;

(2) in a wider sense: *bilingual (plurilingual)* education refers to an overall educational process of the child (not restricted to instruction in the school) which occurs through more than one language. A school involved in such an overall plurilingual (pluricultural) education is also to be considered a "plurilingual (bilingual) school", even if the medium of instruction is only one, considering that the language spoken in the area and in the home, different from the medium of instruction, penetrate into the school producing a plurilingual context in intra-group or extra-official though pedagogically significant communication on the school premises.

6.1.1.6 Selecting the medium of instruction

Some of the modalities described in 6.1.1.2.1 are subject to feasibility considerations:

(1) Can course X be taught in language A without developing that language first (vocabulary, technical terms, writing system, etc.)?

(2) If not, what alternatives are available (developing an adequate writing system, creating terminology, teaching the subject in (or in one of) the other languages, etc.)?

(3) Is adequate material available in the language chosen as the medium of instruction in that particular subject?

(4) Is trained staff available to teach the particular subject in the medium of instruction chosen, considering that the forming of clear concepts is especially important in the instructional process at the early stage?

(5) Can subject-teaching in the language chosen as medium of instruction be reasonably expected to be effective as far as the learner's progress in that subject is concerned?

6.1.1.7 Legal and administrative implications of plurilingual education

No plurilingual educational programme should be started without proper planning and without having secured the following:

(1) trained and specialized teaching staff,

(2) appropriate didactic material;

(3) solid legal status of the plurilingual education programme within the country's educational system, and administrative flexibility allowing for the transfer from the plurilingual schooling on to another scheme within the country;

(4) support from the language communities involved;

(5) proper supervision, permanent technical advisory assistance and periodical evaluation with the participation of representatives of the communities involved.

6.1.2 Plurilingual education in the kindergarten

In organizing plurilingual education at the kindergarten level, the second language is usually chosen as the medium of communication between children and the nursery school teacher. For a variety of psychological and psycholinguistic reasons such a situation is highly favourable to second-language learning and cross-cultural integration.

6.1.3 Second-language learning programmes in a plurilingual university context

Second-language learning in a plurilingual university context becomes significant mainly with reference to the languages chosen as the medium of instruction. The following situations should be considered:

(1) the plurilingual nature of the student body and the absence of a national language suitable for conveying advanced knowledge in science, forces the country to recur to a foreign language as an auxiliary language to be used as the medium of instruction in scientific communication. This is the case e.g. with several countries in Africa and Asia. However, it is frequent that many of the students attending such a university do not have a satisfactory command in the auxiliary language. This may occasionally also be the case for part of the teaching staff;

(2) in other countries, a foreign language may be chosen as the medium of instruction at a university even though the official language could fulfil this function satisfactorily. Such a decision is taken to facilitate the reaching of long-term development goals in a country by securing a permanent influx of scientific information, needed for that country's development, through overcoming the language barrier that certain foreign languages (relevant to transmitting scientific information) may represent. Also here the shortcoming mentioned in (1) may arise;

(3) a situation analogous to the one mentioned under (2) may occur in a plurinational country, where the official language of the country is preferred to the national language as the medium of instruction in the university for the reason mentioned in (2), though the national language could also satisfactorily be used as the medium of instruction;

(4) universities may be organized at an international level. Students from different countries, with different language and cultural background may form the student body of such a university. A language suitable for conveying knowledge at an advanced level in science will have to be chosen. Not all students will be equally proficient in that language.

To meet the shortcomings most likely present in each of the four situations described, special courses will have to be implemented to help those students for whom the medium of instruction is a language problem. Such courses will have an orientation towards the field in which the student wants to acquire professional qualification. It should be mentioned that this would not be an ordinary foreign language for special purposes type course, as one usually finds it in centres of higher education where the medium of instruction is the mother tongue of the students, and which stresses more reading comprehension than oral command of the particular foreign language: here, a sound balance between skills in spoken and written command of the language for scientific communication will have to be aimed at.

Undoubtedly, such courses will have to be designed in close co-operation with the teachers of the subjects making up the curriculum of the student.

6.1.4 Second-language learning programmes for adults in a plurilingual context

An overall language policy of a country will certainly not overlook the role of second-language learning in adult education or permanent education in the plurilingual and pluricultural context. Second-language learning by adults may occur in the following situations:

6.1.4.1 Second-language learning by illiterate ethnic groups of the country, in the process of acculturation

The implementation of an official or national language in such a context often makes it necessary to plan and carry out a literacy programme for adults. The question is again whether or not the members of that community should become literate first in their mother tongue and then in the official or national language.

In organizing a second-language learning programme for adult illiterates, the following aspects will be of importance:

(1) the cross-cultural relationship between the community of the adult learners and the language community into which they will integrate at the cultural, social, economic and occupational levels;

(2) the attitudinal relationship between the two communities;

(3) motivation in adults whose community is in a process of acculturation; immediate advantages and consequences of learning the language of the other community for adult learner: social, occupational, educational;

(4) stimulation of adult illiterates to learn the second language;

(5) difference in the literacy process between the adult learner and the child (cognitive and emotional implications);

(6) specific features of the learning process in adults;

(7) no aggression against the language and cultural background of the learners;

(8) to teach a second language to illiterate adults and to teach them how to read and write in that language demands special skills from the teacher;

(9) use of didactic material appropriate for the age, the occupations and the environment of the adult learner;

(10) the time factor in second-language courses for adults;

(11) support and reinforcement that may be given through mass media;

(12) the problem of drop-outs;

(13) special features of assessing the learners' progress (cognitive and cross-cultural);

(14) multiplying effect in the home of the adult learner;

(15) occupational opportunities and promotion for learners whose progress has properly been assessed (certificates, diplomas);

(16) impact on local and regional community development projects.

6.1.4.2 Second-language learning by adult immigrants

A plurilingual context will develop also there where a numerously significant group of literate immigrants from other countries or from other educationally developed and economically integrated language communities of the same country live and work in their new environment together with the other language community. The designers of a second-language learning programme for such a context will give importance to the following:

(1) find out, with adequate methods, the specific communication and language needs of the learners:

(1.1) in their occupational environment (allowing for a wider range of the term "occupational" as a change of occupation is more frequent in immigrants than in the members of the established community;

(1.2) in their daily extra-occupational communication with the speakers of the other community;

(2) diversification of course-organization:

(2.1) regular group learning with the teacher: intensive courses; evening courses; etc.;

(2.2) various degrees of autonomous learning (partial or total absence of the teacher; use of audio-visual material at home; courses through mass media);

(2.3) individualized learning (learning adapted to the individual needs of the learner as opposed to teaching to a group oriented towards the language needs of the group);

(3) other factors that are characteristic of second-language learning in adults (cognitive, emotional, cross-cultural) already mentioned in 6.1.4.1);

(4) educational, linguistic and cultural impact of second-language learning by adult immigrants in their homes;

(5) support from organizations (private enterprise, government agencies, cultural associations, religious communities, etc.) benefiting indirectly from second-language programmes:

(5.1) encouragement by these organizations for their members to attend second-language courses by granting financial aid, better working positions, free time, etc. to those who participate successfully in the course;

(5.2) giving financial support to maintain the programme;

(5.3) providing space where teaching can take place, eventually equipped with audio-visual resources;

(6) appropriate actions to integrate the immigrants through language into the social life of the other community;

(7) impact of the programme('s success) at the local and regional level: improving cross-language community relations; planning and carrying out of projects of cross-cultural, social, economic, etc. value to the locality, region or country.

6.1.4.3 Second-language learning by adults of the locally established language community communicating with the language minority groups

Both for socio-occupational and for socio-cultural reasons, members of the larger established (official) language community will regularly communicate with members of the other language communities. This will make it advisable to organize the learning and teaching of the particular languages. Much of what has been stated in 6.1.4.2 will also here be valid. Moreover, a language policy of a country that encourages the learning of languages of its minority groups by the native adult speakers of the official language is making an important provision for a solid cross-cultural integration, which can only be reached through a bi-directional effort.

6.1.5 Second-language learning of adults as part of *permanent education*

Organizing second-language learning programmes for adults is not only a matter of language policy, where usually practical development-orientated goals predominate. It is equally a concern of the country's policy in permanent (continuing) education, where second-language learning in a plurilingual-pluricultural context is of special significance because of the enriching experiences the adult learner will get through his cross-cultural contacts. This will also further international understanding.

6.2 Planning, budgeting and implementing the programme

Only a properly planned and financed programme can be expected to be implemented with success. It has to be conceived of within the language policy and the overall development policy of the country on the basis of field data secured with adequate methods. The following points to be included in the corresponding project will be essential:

(1) rationale of the project: a clear description of the problem and a precise statement of the short-term, middle-term and long-term goals, with implications for the educational, economic and societal development of the region and the country;

(2) duration and timing of the programme;

(3) course structure;

(4) cost estimate drawn up for the programme period, considering the following items:

(4.1) human resources:

(4.1.1) teaching staff (including special pre-service and in-service training);

(4.1.2) administrative personnel;

(4.1.3) permanent technical advisory committee;

(4.2) material resources:

(4.2.1) teaching material to be bought or produced;

(4.2.2) library facilities for staff and students;

(4.2.3) audio-visual equipment;

(4.3) space:

(4.3.1) classrooms (functional);

(4.3.2) furnished office and staff rooms;

(4.4) outdoor projects of cross-cultural significance within the plurilingual area;

(5) documentary evidence of (moral) support by the public (language communities involved, teachers associations, political parties, etc.) of the programme;

(6) devices permitting flexibility in the administration of the programme to allow for immediate adjustments;

(7) provision for legal and administrative clearance of the programme;

(8) feedback mechanisms and procedures suggested for assessing the outcome of the programme in the light of the goals established and allowing for the necessary adjustments;

(9) chronogram (and diagram) showing the successive phases in implementing the programme.

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